

Grade 6 Sample Test Prompt

Ideas & Content

The cafeteria serves some foods people like and some they don't like. Think about three different foods that you would like the cafeteria manager to serve that you can't get now in the cafeteria.

Write a letter to the cafeteria manager convincing her to serve each of the three new foods that you are suggesting.

Your essay should

- Target a specific audience and purpose .
- Organize clear ideas into meaningful sequence .

Remember to edit for spelling, grammar, punctuation, and capitalization.

AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

IDEAS and CONTENT

<p>6</p> <p>The writing is exceptionally clear, focused and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well suited to audience and purpose. 	<p>5</p> <p>The writing is clear, focused and interesting. It holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose. 	<p>4</p> <p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose. • clear main idea(s) • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. • content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.
<p>3</p> <p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere. • support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general. • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • difficulties when moving from general observations to specifics. 	<p>2</p> <p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader. • minimal development; insufficient details. • irrelevant details that clutter the text. • extensive repetition of detail. 	<p>1</p> <p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • ideas that are extremely limited or simply unclear. • attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

Writing

FINAL COPY

Deer cafeteria went New kind of food in the Cafeteria. We are bored of the old food. The New food we wanted soup and potatoes and fish.

Score point 1 – The writer offers ideas that are extremely limited and unclear. The paper is too short to demonstrate the development of an idea.

Page 5



Writing**FINAL COPY**

E J
Phw, Az 85031
Apr 11 21, 2004

Dear Cafeteria,

I would like for you to serve luncholbrise because everyone likes them. Also it's not hard to make. If you could make sandwiches for us. It's not hard. You could even go home faster. But I think that you should make macaronie and cheese. That's what I think because most of us like cheese. That's why I think you should make those meals for us. And for you could rest more because all I'm trying to do is help you to get more time off. So if you want to get more rest and go home faster then I recommend you to do those foods. And not just for you but for that more kids would like to eat. So please we will even have the cafeteria clean and you won't have to clean nothing. Because it would all ready be cleaned for you because everyone needs a break once in a while.

Score point 2 – Main ideas and purpose are somewhat unclear. The writer mentions food, cafeteria workers getting time off and having an easier job, keeping the cafeteria clean, and food kids would like to eat. Extensive reader inferences are necessary because of so many different ideas and minimal development of any one of them.

Page 4**Go On** 

Writing**FINAL COPY**Food

The cafeteria should serve food like Taco Bell. The best pizza hut pizza. The second best pepperoni pizza and all toppings. Last but not least burgers w/ cheese. That is all the good food.

Taco Bell is the home of the tacos and one of the best of the best. The Seven layers are the best tacos there. Cheese chalupa is one of all the students favorites because it's really good. The one that inspires all the Club chalupa. The students will love to eat this food at the cafeteria.

Burgers w/ cheese like the burgers from Burgerking those should be at the cafeteria. The Double Cheese burger is the cheesiest burger around. Wrapper is the biggest burger I have ever seen. The french fries w/ nuggets are really good with BBQ sauce. I should inspire you to enroll.

Page 4

Go On 

Writing**FINAL COPY**

The food that are on the top of the charts will bring more students to our school. That is why we should have a new lunch chart. It is a good plan to change the charts. We can make millions. These are the best foods in the fast food Co.

Score point 3 – The reader can understand the main ideas, although they are simplistic and the results are not effective. Supporting detail is also overly general and main points seem to echo observations heard elsewhere. Details are not grounded in credible sources and are based on clichés. For instance, the food descriptions sound very much like the commercials on television.

Writing

FINAL COPY

To whom this may concern,

I am unsatisfied with the unhealthy food being served in the cafeteria. The food we eat in the cafeteria is either gressy or the helthy food is wilted. I believe that if we exchange gressy sandwiches for yummy unwilted salads or friuts it would be more productive. Anthor thing not so healthy is the cake they give us with pounds of frosting. Also that nasty, sugar filled gunk called pudding. Instead of fat filled sandwiches we could have subs. I believe with these changes it would make everyone happier.

Tf there were more choices on food, additional people would enjoy the meals. Choice is an important part in lunch because kids would like to pick there own food. People want to select what there going to eat. Children dont want to eat leftovers from the day before. They want fresh food, but instead they use leftovers. This is another problem, kids dont get a choice in.

Writing**FINAL COPY**

Although there is some grub unedible to kids, there are some foods they enjoy. Such as, curly fries, pizza, and beef sandwiches. Children find pizza delicious and one food they look forward to. Beef sandwiches are delectable to kids. These are some foods that children would like to keep around.

In conclusion, there are some things unsatisfactory about cafeteria food. However if there were more choices more people would eat the food. Even though some food doesn't benefit the students, there is some they like. Please take this letter into consideration.

your dear student,
B

Score point 4 – The reader can easily understand the main ideas. Support is present, although it is limited and general. Content and selected details are relevant but not consistently well-chosen for the audience. The focus on negatives to the cafeteria manager may not produce the desired results, “pounds of frosting” and “nasty, sugar filled gunk called pudding,” for example. More positive details would strengthen the content.

Page

TOP

Writing**FINAL COPY**

Dear sir;

I am writing you this letter to persuade you to add three more items to the cafeteria lunch menu. Some dishes on the menu are not to the students' liking. These are some new dishes I thought would be good; jumbaliya, swiss chicken, and sub sandwiches. The first meal is ride, chicken, and sausage. It only takes about thirty min. to cook and serves around ten people a pot. It tastes great, brings culture to the cafeteria, and has some nutritional value. The second item is chicken covered in a bader. It serves a great amount of people, and is also very easy to make. It takes around forty-five min. to bake. The final item is a sub sandwich. This dish is the easiest to make, and has the most nutritional value. It also has the shortest making time. All you need for this meal is a few sandwich things. If you choose at least one of my dishes to put on the menu you will be adding culture, nutrition, and all around good food to the cafeteria. By doing this more people will want to eat in the cafeteria each day. This could sky rocket your profits, wich means you and all the other cafeteria employes get paid more. This will work out for everyone. The kids get good food, the employes get to make easy food, and you all get paid more. Please consider this offer to make the cafeteria a better place for everyone. If you would like more information on these wonderfull dishes, please call me at 854-1626.

Writing

Thank you for your time, and have a great day,

Sincerely,

C B

C B

Score point 5 – Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writer has clarity, focus, and control. The response has a thorough, balanced exploration of the topic; the writing makes connections and shares insights. The writer offers relevant, carefully selected details. Using culture, nutrition, and “all around good food” as his/her focus truly explores the topic well.

Writing

FINAL COPY

1234 W. W	School
Tucson, Arizona	
85	
Cafeteria Manager	
April 20 th , 2004	
Dear Cafeteria Manager:	
<p>It has come to my attention that some of the kids from your cafeteria have become upset with the food being served. The kids do need a healthy diet, but they also need a healthy diet that they can enjoy. A good, healthy diet that the kids could enjoy could be a well cooked barbecue chicken, fruit salad, and an ice cream bar. All of these foods would give a fine serving of the nutrition they need on a daily basis.</p>	
<p>If you served barbecue chicken as the main course of the childrens' meal you would be giving them good protein, something enjoyable, and a serving of their daily nutrition. In order for the children to enjoy the chicken, it should be well cooked and they should have extra barbecue sauce on the side if wanted. Kids need protein and energy to keep them going during the day, and by feeding them good meat you're helping.</p>	
<p>Meat is not the only food necessary for the proper nutrition. There is also the fruits that kids should have each day. If you feed these children a fruit salad containing varieties of fruits you'd be giving them a great</p>	

Page 4

Go On 

Writing

FINAL COPY

source of what they need. Fruits are sweet, juicy, and are a terrific source of vitamins. You could even ask a few of the kids which fruits they like best or you could change the fruits each time they're served, but the bottom line is that fruits are very healthy and would be an excellent side dish.

The last thing kids ever want at the end of a meal is dessert. What better way to give them dessert than giving them a healthy dessert. By giving the kids a healthy ice cream bar you are satisfying their taste buds with the cold dessert. The ice cream would give them one of their daily servings of dairy that they need. But even more importantly, you are giving them a tasty ending to their, already yummy, lunch.

Thank you for taking the time to read some of my ideas about making your kids' lunch better.

From,

✂ ✓

Childrens' Nutritionist

Score point 6 – Main ideas stand out and are developed by strong support and rich details suitable for audience and purpose. The writer offers several details in support of each food he/she suggests. This leads to a thorough, balanced, in-depth explanation of the topic; the writing makes connections and shares insights.